



Richmond Public Schools
Department of Curriculum and Instruction
Curriculum Pacing and Resource Guide ~ Unit Plan

Course Title/ Course #: Virginia and United States History

Unit Title/ Marking Period # (MP): 2

Start day: November 11th

Meetings (Length of Unit): 12

<i>Desired Results ~ What will students be learning?</i>

<u>Standards of Learning/ Standards</u>
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| <p>VUS.6 The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by</p> <p style="padding-left: 20px;">e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union.</p> <p>VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by</p> <p style="padding-left: 20px;">a) evaluating the multiple causes of the Civil War, including the role of the institution of slavery as a principal cause of the conflict;</p> <p style="padding-left: 20px;">b) identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;</p> <p style="padding-left: 20px;">c) analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln's Gettysburg Address;</p> <p style="padding-left: 20px;">d) examining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States;</p> <p style="padding-left: 20px;">e) examining the social impact of the war on African Americans, the common soldier, and the home front, with emphasis on Virginia;</p> <p style="padding-left: 20px;">f) explaining postwar contributions of key leaders of the Civil War.</p> |
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Essential Understandings/ Big Ideas

- What were the causes of the Civil War?
- What were the major military and political events of the Civil War?
- Who were the key leaders of the Civil War?
- Why did Southern states secede?
- Did any state have a right to leave the Union?
- Was Lincoln right to use military force to keep the Union intact?
- How did the ideas expressed in the Emancipation Proclamation and the Gettysburg Address support the North's war aims?
- What was Lincoln's vision of the American nation as professed in the Gettysburg Address?
- What were the consequences of the war and Reconstruction?
- How did the Civil War affect African Americans and the common soldier?
- What was the war's impact on the home front?

Key Essential Skills and Knowledge

Essential Knowledge:

Sectional tensions caused by competing economic interests

- The industrial North favored high protective tariffs to protect Northern manufactured goods from foreign competition.
- The agricultural South opposed high tariffs that made the price of imports more expensive.

Sectional tensions caused by westward expansion

- As new states entered the Union, compromises were reached that maintained the balance of power in Congress between "free" and "slave" states.
 - The Missouri Compromise (1820) drew an east-west line through the Louisiana Purchase, with slavery prohibited above the line and allowed below, except that slavery was allowed in Missouri, north of the line.
 - In the Compromise of 1850, California entered as a free state, while the new Southwestern territories acquired from Mexico would decide on their own.
 - The Kansas-Nebraska Act of 1854 repealed the Missouri Compromise line, giving people in Kansas and Nebraska the choice whether to allow slavery in their states or not ("popular sovereignty"). This law produced bloody fighting in Kansas as pro- and anti-slavery forces battled each other. It also led to the birth of the Republican Party that same year to oppose the spread of slavery.

Sectional tensions caused by debates over the nature of the Union

- South Carolinians argued that sovereign states could nullify the Tariff of 1832 and other acts of Congress. A union that allowed state governments to invalidate acts of the national legislature could be dissolved by states seceding from the Union in defense of

slavery (Nullification Crisis).

- President Jackson threatened to send federal troops to collect the tariff revenues.

Sectional tensions caused by the institution of slavery

- Slave revolts in Virginia, led by Nat Turner and Gabriel Prosser, fed white Southerners' fears about slave rebellions and led to harsh laws in the South against fugitive slaves. Southerners who favored abolition were intimidated into silence.
- Northerners, led by William Lloyd Garrison, publisher of *The Liberator*, increasingly viewed the institution of slavery as a violation of Christian principles and argued for its abolition. Southerners grew alarmed by the growing force of the Northern response to the abolitionists.
- Fugitive slave events pitted Southern slave owners against outraged Northerners who opposed returning escaped slaves to bondage.

Causes of the Civil War

- Sectional disagreements and debates over tariffs, extension of slavery in the territories, and the nature of the Union (states' rights)
- Northern abolitionists versus Southern defenders of slavery
- United States Supreme Court decision in the Dred Scott case
- Publication of *Uncle Tom's Cabin* by Harriet Beecher Stowe
- Ineffective presidential leadership in the 1850s
- A series of failed compromises over the expansion of slavery in the territories
- President Lincoln's call for federal troops in 1861

Major events

- Election of Lincoln (1860), followed by the secession of several Southern states who feared that Lincoln would try to abolish slavery
- Fort Sumter: Opening confrontation of the Civil War
- Emancipation Proclamation issued after Battle of Antietam
- Gettysburg: Turning point of the Civil War
- Appomattox: Site of Lee's surrender to Grant

Key leaders and their roles

- Abraham Lincoln: President of the United States during the Civil War, who insisted that the Union be held together, by force if necessary
- Jefferson Davis: U.S. Senator who became president of the Confederate States of America
- Ulysses S. Grant: Union military commander, who won victories over the South after several other Union commanders had failed
- Robert E. Lee: Confederate general of the Army of Northern Virginia (Lee opposed secession, but did not believe the Union should be held together by force), who urged Southerners to accept defeat and unite as Americans again, when some Southerners wanted to fight on after Appomattox
- Frederick Douglass: Former enslaved African American who became a prominent abolitionist and who urged Lincoln to recruit former enslaved African Americans to fight in the Union army

Emancipation Proclamation

- Freed those slaves located in the “rebellious” states (Southern states that had seceded)
- Made the abolition of slavery a Northern war aim
- Discouraged any interference of foreign governments
- Allowed for the enlistment of African American soldiers in the Union Army

Gettysburg Address

- Lincoln described the Civil War as a struggle to preserve a nation that was dedicated to the proposition that “all men are created equal” and that was ruled by a government “of the people, by the people, and for the people.”
- Lincoln believed America was “one nation,” not a collection of sovereign states. Southerners believed that states had freely joined the union and could freely leave.

Political effects

- Lincoln’s view that the United States was one indivisible nation had prevailed.
- Lincoln believed that since secession was illegal, Confederate governments in the Southern states were illegitimate and the states had never really left the Union. He believed that Reconstruction was a matter of quickly restoring legitimate Southern state governments that were loyal to the Union.
- Lincoln also believed that to reunify the nation, the federal government should not punish the South, but act “with malice towards none, with charity for all... to bind up the nation’s wounds....”
- The assassination of Lincoln just a few days after Lee’s surrender at Appomattox enabled Radical Republicans to influence the process of Reconstruction in a manner much more punitive towards the former Confederate states. The states that seceded were not allowed back into the Union immediately, but were put under military occupation.
- Radical Republicans also believed in aggressively guaranteeing voting and other civil rights to African Americans. They clashed repeatedly with Lincoln’s successor as president, Andrew Johnson, over the issue of civil rights for freed slaves, eventually impeaching him, but failing to remove him from office.
- The three “Civil War Amendments” to the Constitution were added:
 - 13th Amendment: Slavery was abolished permanently in the United States.
 - 14th Amendment: States were prohibited from denying equal rights under the law to any American.
 - 15th Amendment: Voting rights were guaranteed regardless of “race, color, or previous condition of servitude” (former slaves).
 - The Reconstruction period ended following the extremely close presidential election of 1876. In return for support from Southern Democrats in the electoral college vote, the Republicans agreed to end the military occupation of the South. Known as the Compromise of 1877, this enabled former Confederates who controlled the Democratic Party to regain power. It opened the door to the “Jim Crow Era” and began a long period in which African Americans in the South were denied the full rights of American citizenship.

Economic impact

- The Southern states were left embittered and devastated by the war. Farms, railroads, and factories had been destroyed throughout the South. Confederate money was worthless. Many towns and cities such as Richmond and Atlanta lay in ruins, and the source of

labor was greatly changed due to the loss of life during the war and the end of slavery. The South would remain an agriculture-based economy and the poorest section of the nation for many decades afterward.

- The North and Midwest emerged with strong and growing industrial economies, laying the foundation for the sweeping industrialization of the nation (other than the South) in the next half-century and the emergence of the United States as a global economic power by the beginning of the twentieth century.
- The completion of the Transcontinental Railroad soon after the war ended intensified the westward movement of settlers into the states between the Mississippi River and the Pacific Ocean.

African Americans

- The Emancipation Proclamation allowed for the enlistment of African American soldiers.

Common soldiers

- Warfare often involved hand-to-hand combat.
- Wartime diaries and letters home record this harsh reality.
- After the war, especially in the South, soldiers returned home to find destroyed homes and poverty. Soldiers on both sides lived with permanent disabilities.

Women

- Managed homes and families with scarce resources
- Often faced poverty and hunger
- Assumed new roles in agriculture, nursing, and war industries

Essential Skills:

- *Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States. (VUS.1a)*
- *Formulate historical questions and defend findings, based on inquiry and interpretation. (VUS.1c)*
- *Develop perspectives of time and place. (VUS.1d)*
- *Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)*
- *Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. (VUS.1g)*
- *Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives. (VUS.1i)*

<u>Vocabulary</u>	
<u>Academic</u>	<u>Content</u>
<ul style="list-style-type: none"> • Abolitionist • Missouri Compromise (Compromise of 1820) • Nat Turner's Rebellion • Uncle Tom's Cabin • Seneca Falls Declaration (1848) • Kansas-Nebraska Act • Bleeding Kansas • Dred Scott v. Sanford • Compromise of 1850 • Fugitive Slave Law • Lincoln-Douglas Debates • Popular sovereignty • Tariff • Compromise of 1877 • Emancipation Proclamation • Gettysburg Address • Confederacy • Radical Republicans • Reconstruction • 13th Amendments • 14th Amendments • 15th Amendments • Jim Crow Laws • Sharecropping • Tenant Farming • KKK • Impeachment • Carpetbaggers 	<ul style="list-style-type: none"> • Analyze • Evaluate • Bias • Objective • Cultural • Economic • Social • Physical • Political • Antonym • Synonym • Illustration • Primary Source • Secondary Source

<i>Assessment Evidence ~ What is evidence of mastery? What did the students master & what are they missing?</i>	
<u>Assessment/ Evidence</u>	
<ul style="list-style-type: none"> Students will create letters pretending to be slaves writing about the current state of affairs in the United States from a slave point of view Students will create a timeline of the events leading up to the Civil War Students must write an editorial to the Liberator as a southern slave owner protesting abolitionism Students will create a political cartoon about the abolitionists movement and the women's suffrage movement Students will create a children's book about the events leading up to and throughout the Civil War and Reconstruction In cooperative groups, students will create and record dramatic presentations pretending that they are living during the time of the Civil War Students will create posters for various issues and leaders during the Civil War and Reconstruction Students will write a journal entry as an African American Soldier during the Civil War, using the movie Glory as a reference guide Students will create political cartoons about the treatment of African-Americans during Re-construction and the different political plans for Re-construction Interactive Achievement Quizzes 	
<i>Learning Plan ~ What are the strategies and activities you plan to use?</i>	
<u>Learning Experiences/ Best Practices</u>	
<p style="text-align: center;">Learning Experiences</p> <ul style="list-style-type: none"> Students will use the I.D.E.A.S (Illustration/Definition/Evaluation/Antonym/Synonym) strategy and Flocabulary videos to learn vocabulary related to the Civil War and Reconstruction Era Students will identify important people and places during the Civil War and Reconstruction Era Teacher will lead notes from power point/youtube videos on: describing the cultural, economic, and political issues that divided the nation, including slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union. the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass during and after the Civil War 	<p style="text-align: center;">Instructional Strategies</p> <ul style="list-style-type: none"> I.D.E.A/S strategy Cornell notes Cooperative groups Stations S.O.A.P.S. primary document analysis Venn Diagrams (Circular and List) Writing prompts Analyze videos Exit tickets

- the significance of the Emancipation Proclamation and the principles outlined in Lincoln's Gettysburg Address
- the political, economic, and social impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th amendments to the Constitution of the United States
- the changing impact of the Civil War, culturally, economically, politically, and socially, on the nation (Reconstruction)
- Students will read and trace the history of abolitionism during the 1800's by comparing and analyzing primary sources (slave Narratives - <http://memory.loc.gov/ammem/snhtml/>) from the era
- Students will create a graphic organizer and outline map to compare the Slavery Compromises during the 19th century
- Students will draw maps and label key military battles and points during the Civil War
- Teacher will lead a discussion of the roles of various leaders during the Civil War with the students in small cooperative learning groups
- Students will analyze various pictures (<http://www.civilwarphotography.org/index.php/exhibits/online-exhibits>) from the Civil War and write down their interpretations of the work
- Students will compare and contrast the life of African-Americans before and after the Civil War by creating a graphic organizer (<http://valley.vcdh.virginia.edu/>)
- Students will create graphic organizer comparing the economies of the North and South
- Students will compare and contrast the different plans for Reconstruction by creating a chart identifying the strengths and weaknesses of plans by Abraham Lincoln, Andrew Johnson, and the Radical Republicans
- In small cooperative groups, students will use the S.O.A.P.S. strategy to analyze the Emancipation Proclamation, Gettysburg Address, and Lincoln's Second Inaugural Address
- Students will compare and contrast life before, during, and after the Civil War for demographic groups of the time period

- I.D.E.A/S strategy
- Cornell notes
- Cooperative groups
- Stations
- S.O.A.P.S. primary document analysis
- Venn Diagrams (Circular and List)
- Writing prompts
- Analyze videos
- Exit tickets

(women, African-Americans, and Native Americans) by analyzing primary sources (letters, church and census records, and newspapers) from the website

<http://valley.vcdh.virginia.edu>.

Formative Assessments

- Students will create letters pretending to be slaves writing about the current state of affairs in the United States from a slave point of view
- Students will create a timeline of the events leading up to the Civil War
- Students must write an editorial to the Liberator as a southern slave owner protesting abolitionism
- Students will create a political cartoon about the abolitionists movement and the women's suffrage movement
- Students will create a children's book about the events leading up to and throughout the Civil War and Reconstruction
- Students will create charts using data and statistics from the Civil War
- In cooperative groups, students will create and record dramatic presentations pretending that they are living during the time of the Civil War
- Students will create a timeline of events occurring during the Civil War and Reconstruction
- Students will create posters for various issues and leaders during the Civil War and Reconstruction
- Students will write a journal entry as an African American Soldier during the Civil War, using the movie Glory as a reference guide
- Students will create political cartoons about the treatment of African-Americans during Re-construction and the different plans for Re-construction

Higher Level Thinking

- Students will create a timeline of events during the Civil War and Reconstruction Period that extended the ideas expressed in the Declaration of Independence

- I.D.E.A/S strategy
- Cornell notes
- Cooperative groups
- Stations
- S.O.A.P.S. primary document analysis
- Venn Diagrams (Circular and List)
- Writing prompts
- Analyze videos
- Exit tickets

Technology Integrations

- Laptop Research
- Power point
- Word Processing
- Videos
- Video Recording Equipment
- Video Editing Applications

Resources

- RPS High Yield Activities VUS.7 - <http://rpshistory.weebly.com/high-yield-activities.html>
- Primary Sources - (letters, census information, maps, church records, newspapers) from Virginia and Pennsylvania - <http://valley.vcdh.virginia.edu>
- Primary Sources – slave narratives <http://memory.loc.gov/ammem/snhtml/>
- Primary Sources – civil war photographs <http://www.civilwarphotography.org/index.php/exhibits/online-exhibits>
- Students will watch and analyze videos on the causes, effects, and the key battles of the Civil War from crash course United States History on youtube
 1. Causes of Civil War - <https://www.youtube.com/watch?v=roNmeOOJCDY&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=18>
 2. Civil War Part 1 - <https://www.youtube.com/watch?v=rY9zHNOjGrs&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=20>
 3. Civil War Part 2 - https://www.youtube.com/watch?v=GzTrKccmj_I&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=22
 4. Civil War Battles - <https://www.youtube.com/watch?v=25HHVDOaGeE&index=19&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s>

Cross Curricular Connection

- Students will write a persuasive essay justifying the Civil War from the perspectives of Union and Confederate Soldiers
- Students will use writing prompts to answer the SOL Essential Questions in essay format
- Students will analyze weaponry and military strategies used during WWII (R.O.T.C.)